DOCUMENT RESUME

ED 238 604 RC 014 323

AUTHOR Bergau, Nancy; Soedharno, R. F.
TITLE Using Consultants for Materials Development. Technical Note No. 19.
INSTITUTION Massachusetts Univ., Amherst. Center for International Education.
SPONS AGENCY Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
REPORT NO ISBN-0-932288-65-0
PUB DATE 82
NOTE 24p.
AVAILABLE FROM Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Consultants; Developing Nations; Feedback; Foreign Countries; Guidelines; *Instructional Materials; Interaction; *Interprofessional Relationship; Job Development; *Material Development; *Needs Assessment; *Performance Contracts; Personnel Management; Personnel Selection; Records (Forms); Specifications
IDENTIFIERS *Indonesia

ABSTRACT

A technical note on using consultants for learning materials development and production, written for the staff of the Indonesian Directorate of Community Education, outlines procedures for determining the need for consultants, choosing the kind of consultant needed, and working effectively with consultants. What consultants are, and what kinds of services they perform are described. Other sections detail how to determine when consultants are needed and of what kind. How to find a consultant and how to choose a consultant are covered in subsequent sections. "How Do You Hire a Consultant?" discusses the written agreements or contracts made with consultants, and provides a sample memo of agreement. Needs during the consultancy are outlined. A section on implementing a media consultancy lists factors influencing the outcome and questions which must be asked before work begins. The phases of the consultancy process are given: negotiations, goals and objectives, review, synopsis/treatment, review, draft/story board/mock-up, review, production, review, field test, review, revision, review, mass production, distribution, and final review. "What Is Next?" covers evaluating a consultant's work and providing feedback. Guidelines provided are intended to be useful to all agencies and individuals who use consultants in learning materials development. (MH)

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ED238604

The Indonesia Nonformal Education Project is part of a large-scale development effort of PENMAS, the Directorate of Community Education of the Ministry of Education and Culture in Indonesia. The project was financed jointly by the Government of Indonesia and by a loan from the World Bank.

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TECHNICAL NOTE NO. 19

USING CONSULTANTS FOR MATERIALS DEVELOPMENT

RC014323

NOTE WRITTEN BY: NANCY BERGAU and R.F. SOEDHARNO

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SUMMARY: This note describes a process for incorporating the work of consultants into the materials development process. It outlines how to determine the need for a consultant, how to choose the right consultant, and how to hire and effectively utilize a consultant. It also describes a step-by-step process for using a consultant to develop an entire learning material.

1. THE ECUADOR PROJECT: discusses the basic goals, philosophy, and methodology of a rural nonformal education project.
2. CONSCIENTIZACAO AND SIMULATION GAMES: discusses Paulo Freire's educational philosophy and the use of simulation games for consciousness raising.
3. HACIENDA: describes a board game simulating the economic and social realities of the Ecuadorian Sierra.
4. MERCADO: describes a card game which provides fluency practice in basic market mathematics.
5. ASHTON-WARNER LITERACY METHOD: describes a modified version of Sylvia Ashton-Warner's approach to literacy training used in Ecuadorian villages.
6. LETTER DICE: describes simple, participatory, letter fluency games which involve illiterates in a non-threatening approach to literacy.
7. BINGO: describes Bingo-like fluency games for both words and numerical operations.
8. MATH FLUENCY GAMES: describes a variety of simple fluency games which provide practice in basic arithmetic operations.
9. LETTER FLUENCY GAMES: describes a variety of simple fluency games which provide practice in basic literacy skills.
10. TABACUNDO: BATTERY POWERED DIALOGUE: describes the use of a tape recorder for feedback and programming in a rural radio school program.
11. THE FACILITATOR MODEL: describes the facilitator concept for community development in rural Ecuador.
12. PUPPETS AND THE THEATER: describes the use of theater, puppets and music as instruments of literacy and consciousness awareness in a rural community.
13. FOTONOVELA: describes the development and use of the fotonovela as an instrument of literacy and consciousness awareness.
14. THE EDUCATION GAME: describes a simulation/board game that illustrates the inequities of many educational systems.
15. THE FUN BUS: describes an NFE project in Massachusetts that used music, puppetry and drama to involve local people in workshops on town issues.
16. FIELD TRAINING THROUGH CASE STUDIES: describes the production of actual village case studies as a training method for community development workers in Indonesia.
17. PARTICIPATORY COMMUNICATION IN NONFORMAL EDUCATION: describes the use of simple processing techniques for information sharing, formative evaluation and staff communication.
18. BINTANG ANDA: A GAME PROCESS FOR COMMUNITY DEVELOPMENT: describes an integrated community development approach based on the use of simulation games.
19. USING CONSULTANTS FOR MATERIALS DEVELOPMENT: describes an approach to selecting and utilizing short-term consultants for materials development.
20. DESIGNING AND USING SIMULATIONS FOR TRAINING: outlines the steps involved in designing and conducting simulations and presents two simulations in detail.
21. Q-SORT AS A NEEDS ASSESSMENT TECHNIQUE: describes how a research technique can be adapted for needs assessment in nonformal education.
22. THE LEARNING FUND: INCOME GENERATION THROUGH NFE: describes a program which combines educational and income generation activities through learning groups.

TECHNICAL NOTES

This note is part of a series of Technical Notes based on the experience of staff members working with PENMAS, The Directorate of Community Education of the Ministry of Education and Culture in Indonesia, and with the Center for International Education at the University of Massachusetts. The two organizations have been working together on a project financed by the Government of Indonesia with the assistance of the World Bank.

Each note focuses on a particular learning material, training technique, or issue which grew out of the experience of developing a large-scale, national, nonformal education program in Indonesia. The notes contain whatever information was available at the time of writing. They present a summary of experience in the hopes that it will be of value to others struggling with similar problems in different settings. The notes represent work in progress and are not intended in any way to be evaluations, although care is taken to present whatever evaluation information is available on the effectiveness of the particular method being discussed. They are intended to be self-contained so that practitioners can immediately adapt them for use in their own settings.

As in all such projects, many people contribute directly and indirectly to the development of methods. The notes attempt to accurately credit those most directly involved, but invariably there are contributors who go unrecognized, particularly in a project which encourages participation at all levels. Throughout the five-year period of collaboration, there has been a pattern of extensive binational effort.

We encourage readers to share with us their reactions and particularly relevant, similar experiences which they may have had in other settings. The notes are available in English from the Center for International Education and will also be available in Bahasa Indonesia from PENMAS. Notes will be issued periodically as experience produces approaches which we feel would be of interest to other practitioners.

Direktorat Pendidikan Masyarakat
Jalan Kramat Raya 114
Jakarta Pusat, Indonesia

Center for International Education
Hills House South
University of Massachusetts
Amherst, Massachusetts USA 01003

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ISBN 0-932288-65-0

Printed in the United States of America

INTRODUCTION

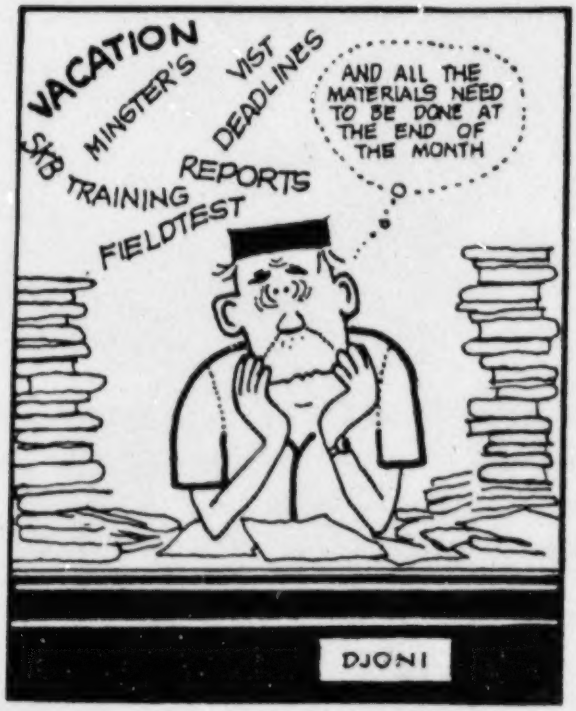
This technical note describes the process of utilizing a consultant. It outlines procedures for:

- determining the need for a consultant
- choosing the right kind of consultant to fit your needs
- working effectively with a consultant

Also included is a description of the step-by-step process involved in working with a consultant to produce an entire learning material.

This note was written for PENMAS (The Indonesian Directorate of Community Education) staff who will be working with consultants in learning materials development and production. It is our hope that the experience presented here will also be useful to other individuals and agencies that utilize consultants in materials development efforts. The purpose of this technical note is to help facilitate the process of working with a consultant by describing methods that organize what is to be done, when, and by whom. Throughout the process the need for clear and open communication is emphasized.

WHAT IS A CONSULTANT?



How many times have you found yourself in the same situation as Pak Djoni? You have too much to do at the same time. Maybe you need to complete a learning material in a short amount of time. Or perhaps you need someone with a special skill to help on a project. You might need some technical or specialized information. It is also possible, that you might need an unbiased opinion or new ideas from outside of your office.

In each of the above examples you need someone temporarily to work with you, to assist, or advise you. The person providing these services would be called a consultant. The consultant would be hired by you to

perform the service you need, such as: design title slides, advise on the content of a brochure about raising eels, evaluate a field test design, or assist in a survey of program needs. The consultant would provide these services for a specified length of time and for a certain fee. Once these conditions (i.e., definition of the services needed by you, the length of time of the services and the fee) have been agreed upon, it is the consultant's job to provide the services. In short, for the purposes of this note a consultant is someone who possesses specific skills, knowledge, or experience that you can use to fill your immediate needs for manpower, special skills, specific information, or new ideas.

WHEN IS A CONSULTANT NEEDED?

Developing and producing learning materials can be very demanding. Many things are necessary - materials, equipment, facilities, but most of all, staff and time. When you will need to use a consultant will depend on which of the above are available and which are not, especially staff and time.

Perhaps you want to prepare an illustrated brochure, but the staff artist is already busy with other projects. Or possibly your audio recording operator is attending a training course and won't return till past the production deadline. You might consider hiring consultants to do the work.

Maybe you need to produce an audio tape and want to use a drama format, but no one on your staff has any experience writing drama. Perhaps you don't have a staff photographer, but need to produce a fotonovela. You might want to hire consultants with these skills.

Perhaps you need to produce a booklet on making fertilizer and how it can be used. Maybe you need to prepare a folder about forming cooperatives. Consultants could be hired to provide the necessary information and advise on the content.

Maybe you are planning learning materials to promote raising rabbits. You might ask a consultant for new ideas on promotion or on how to communicate better with villagers. Or perhaps, you are having difficulty developing film in your darkroom. A consultant could be hired to diagnose the problem and advise on solutions.

When you may want to use a consultant depends on <u>your needs</u>. These may include a need for:

- manpower - someone to assist you
- special skills or talents - an expert to draw, photograph, write, etc.

- specialized or technical information - an expert or specialist to inform, clarify or advise.
- new ideas or input - an expert or specialist to advise, evaluate, etc.

When any of the above needs cannot be met by the staff that is available, then you may want to hire a consultant.

Depending on your needs, you may also consider hiring a consultant or company to produce an entire learning material. Perhaps your facilities are already booked or you don't have the proper equipment or most of your staff is busy with other work. Then, it may be easier to hire a consultant to produce the material.

Whether or not you choose to hire a consultant is your decision, but first you should ask yourself:

- Is there enough staff available to produce the materials?
- Does the staff have time to do the work?
- Does the staff have the skills needed to do the work?
- Does the staff have information needed to complete the work?
- Are the necessary facilities available?
- Is the necessary equipment available?
- Can we successfully produce the learning materials with the available staff, equipment, and material?
- Can we successfully produce the learning materials before the deadline?

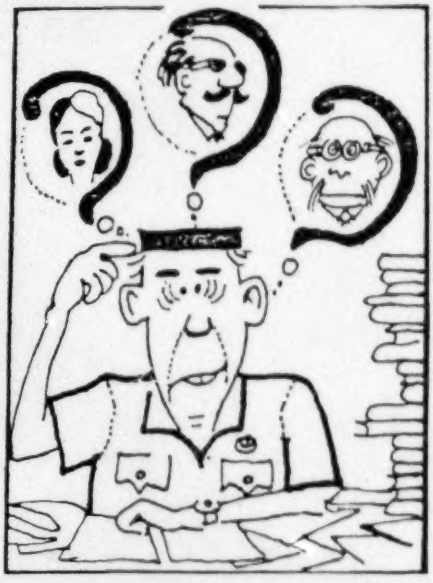
If you decide that using a consultant would benefit the production of the learning material, then you need to begin to clarify the kind of consultant you need.

WHAT KIND OF CONSULTANT IS NEEDED?

There are many types of consultants that you might want to use during the different production stages. For example, in the planning stage you might want to use consultants to help develop ideas or concepts, to assist in designing the material or to advise on content. These planning stage consultants might include subject specialists, experts in media or education, graphic designers, photographers, writers, etc.

During the production stage, you might need technical assistance or advice from specialists. These production consultants might include artists, designers, cartoonists, photographers, darkroom assistants, actors, recording technicans, typists, etc. in addition to subject specialists, experts, etc.

For the testing and evaluation phase, consultants could assist in developing a testing instrument or plan as well as assist in the implementation of the tests and evaluation of the results. These evaluation consultants might include media specialists, education or evaluation experts, testers, data analyzers, etc.



Which kind of consultant will you want to use? Again this depends on your needs. You should ask yourself:

- What to I want the consultant to do?
- Exactly what product do I expect from the consultant?
- What skills/talents/expertise will this require?
- What kind of a consultant will have those skills/talents/expertise?

For example, you want to prepare a booklet about making tempe (fermented soybean cakes). After reading the booklet, you want your target audience to be able to make tempe and perhaps be able to start a cottage industry. Since no one on your staff has had any experience in making tempe you decide that you need a consultant to advise on making tempe. To further define what kind of consultant you need

you may want to ask yourself the following questions:

1. What do you want the consultant to do?
   - to provide information on the process of making tempe : materials, equipment, procedure, etc.
   - to review the rough draft of the booklet and advise on the accuracy, completeness and organization of the content.
2. What product do you expect from the consultant?
   - a written description of the process of making tempe and the equipment and materials needed
   - a list of reference materials on making tempe
   - to mark corrections on the rough draft or to list the necessary corrections.
3. What skills or talents or expertise will this require?
   - extensive experience in making tempe
   - experience setting up a small tempe home industry.
   - experience in teaching others to make tempe .
4. What kind of consultant would have these qualifications?
   - a person who now operates a successful tempe factory, or
   - a home economist, or
   - a teacher in a trade school, or
   - an expert in setting up cottage industries.

The next step after determining the kind of consultant you need, is to find a consultant that fits that description.

HOW DO YOU FIND A CONSULTANT?

There are many sources of information, such as friends, professional organizations, private businesses, universities, etc., that can be asked about consultants they have worked with. If you see a poster that has been well designed or a well-written booklet, ask who produced them.

Quite often you may need someone quickly and not have time to look for a consultant. This is when a reference file of consultants is more useful. This file would contain the names and addresses of consultants plus a description of their talents. It would also contain information about fees and comments about their work. The following is an example of a format for a reference file card:

NAME _____ SPECIALTY _____

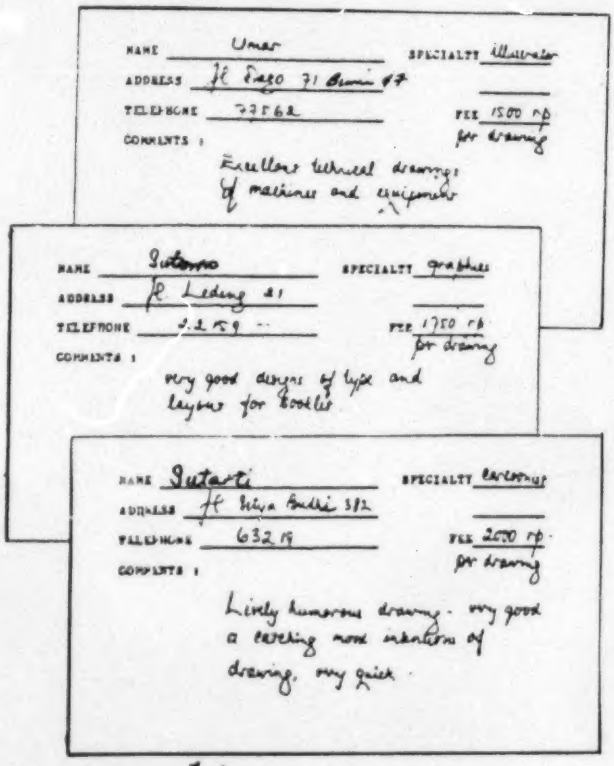
ADDRESS _____ _____

TELEPHONE _____ FEE _____

COMMENTS:

A card would be filled out for each consultant. The cards could be organized according to specialty. For example, designers, cartoonists, illustrators, and graphic artists are all artists and would be filed under artists. Other specialists might include writers, education experts, etc.

HOW DO YOU CHOOSE A CONSULTANT?


NAME Umar
SPECIALTY illustrator
ADDRESS Jl Bago 71 Bumi 47
TELEPHONE 73562
FEE 1500 rp for drawing
COMMENTS : Excellent technical drawings of machines and equipment
NAME Sutanto
SPECIALTY graphics
ADDRESS Jl. Leding 41
TELEPHONE 5259
FEE 1750 rp for drawing
COMMENTS : very good designs of type and layouts for booklet
NAME Sutarti
SPECIALTY cartoonist
ADDRESS Jl Siva Subbi 372
TELEPHONE 63219
FEE 2000 rp for drawing
COMMENTS : Lively humorous drawing - very good a catching more intention of drawing, very quick

You have decided that you need a consultant. You have determined what you want him/her to do, what s/he is to produce, what skills s/he needs to do the work, and the kind of consultant that could best do the work. You have also looked in your card file and found several consultants that might be suitable. The next step is to choose the right one. For example, you need someone to do illustrations for a booklet. You want whimsical, humorous drawings, and you need them quickly. Your card file lists several artists. When you choose the consultant, you should ask yourself:

- Which consultants have the qualifications I want?
- Which consultant has the best qualifications?
- Will s/he be able to complete the work on schedule?
- Can you work effectively with him/her?
- Is the consultant available?
- Do you have the funds to pay his/her fee?

HOW DO YOU HIRE A CONSULTANT?

You have chosen a consultant with the skills and expertise that you need and who can perform the work you need done. After checking with the consultant to verify that s/he is available to do the work, the next step is to finalize the working agreement. In this step the details about the work to be performed, time limitations, and budget are clarified. The purpose of this is to insure a mutual understanding between you and the consultant about what is expected from him or her.

Contracts are formal written agreements between an organization and a consultant and are used for complex projects or work agreements. They are often very detailed. For less complicated consultancies, a letter or memo can be used. The purpose of a contract, letter, or memo is to clarify the terms of the agreement with the consultant. A written description is more precise than a verbal agreement. Also, a verbal agreement may not completely describe the terms of the agreement or may be misunderstood. For these reasons a written agreement is less likely to be misinterpreted. A written agreement, such as a contract, letter, or memo, is also valuable because the consultant has a basis for questions about the work s/he is to perform. This helps to further define and clarify the tasks to be done. Thus, a written agreement for consultancies is advisable.

Whether the written agreement is a contract, letter, or memo, it should contain:

1. a statement of the goal/purpose of the consultancy
2. a description of the work to be done
3. a statement of the time limitations
4. a description of the output expected from the consultant
5. a description of factors/criteria which will effect the output
6. a description of inputs from you
7. a statement of the budget/fee.

The complexity of the written agreement will depend on the complexity of the work to be done by the consultant. For example, you will be hiring Pak Cipto to write a brochure about using fertilizer to grow better vegetables. Since this is not very complex, a short memo would be appropriate. An example of such a memo is given on the next page. This memo is brief, yet it clearly defines what is to be done, by whom, and when. If the work to be done were more complex, a letter or contract would be needed. Usually tasks such as writing drafts, preparing drawings, and photography only require a memo.

After the contract, letter or memo is written it should be discussed with the consultant. Changes may be needed to further clarify the terms of the agreement. Once the consultant and you agree to the written statement, a copy should be given to the consultant. Another copy should be kept by you in a file.

In addition to the written agreement, the consultant may need other information such as samples of other similar work or a detailed description of the audience, goals, and objectives. These should be attached to and sent with the agreement.

WHAT IS NEEDED DURING THE CONSULTANCY?

Once the terms of agreement have been defined and agreed to, and a copy sent to the consultant, s/he is responsible for the work. Ideally, you and the consultant should meet before the deadline to clarify information and solve problems that arise. Often review meetings are scheduled to provide an opportunity for this. This is especially true for complex work and can help to avoid time-consuming and discouraging mistakes. The best time for reviews is during the planning and designing phases. At these times the content and format are still vague and easily changed. Once a script has

MEMO

TO : Pak Cipto, Consultant

FROM : Pak Sukarto, Materials Development Supervisor

DATE : Sept 1, 1981

RE : Brochure on using fertilizer to grow better vegetables

This memo is to clarify the work to be done by you regarding the brochure about using fertilizers.

1. The purpose of the consultancy is to assist in the preparation of a brochure on using fertilizers.

2. The work to be done by the consultant will include:
   a) writing the rough draft of a brochure about using fertilizer to grow better vegetables.
   b) correcting the rough draft after discussions with the Kepala Sarana.
   c) advising on illustration for the brochure.
   d) correcting the prototype based on the results of the field test.

3. The rough draft and suggestions about illustrations are to be completed by Oct 1, 1981.
   Corrections to the rough draft are to be completed by Oct 15, 1981.
   Corrections to the prototype are to be completed within 2 weeks after receiving the work.

4. The output from the consultant should include:
   a) typed rough draft, approximately 4 pages double spaced and indicating illustrations.
   b) typed correction of the rough draft
   c) typed correction of the prototype

5. The following criteria should be considered when writing:
   a) the audience is villagers who are able to read Bahasa Indonesia at level SD-3
   b) common vegetables easily grown by villagers and important to their health should be chosen.
   c) all directions about the use of fertilizers should be written clearly and simply.
   d) materials and equipment used should be simple and available to villagers.

6. The PENMAS office will:
   a) provide samples of other brochures for reference about writing styles, etc.
   b) be responsible for evaluating the rough draft, producing and testing the prototype, providing feedback on the testing results and producing the final master.

7. The consultant will receive:

   US$25 for the draft
   US$20 for corrections to prototype
   US$45 total

been written, illustrations completed, or a folder designed, it is more difficult and time consuming to make changes.

Thus, it is advisable to maintain contact with the consultant while s/he is working to provide input, feedback, and guidance. Continuous communication with the consultant as work progresses will also facilitate final evaluation of the consultant's work. This will help the consultant to improve his/her work in the future and make him/her more responsive to your needs. Depending on the type of work being undertaken during the consultancy, you might want to closely monitor such things as content, organization, relevance, design,and clarity. This will help to guarantee an appropriate product as well as maintain a clear understanding between you and the consultant.

The following section provides a step-by-step example of working with a consultant for media production.

IMPLEMENTING A MEDIA CONSULTANCY

Your agency is committed to developing four slide-cassette presentations during your present three-month work plan. Your staff is busy with three titles, but the fourth, a planned slide-cassette presentation on making tempe (soybean cake) will require a special technical knowledge. It is also now clear that your staff will not have the time to finish this fourth material before the deadline. You decide to obtain the services of a consultant to develop and produce a slide-cassette presentation on making tempe.

In order to get a product from the consultancy suitable to your needs, and in order to be able to develop a good working relationship with a consultant for this complex task, several important factors influencing the outcome of the consultancy must be considered:

- clear definition of tasks
- clarification of responsibility and authority
- development of clear channels of communication
- record-keeping systems (for contracts, letters, evaluations, etc.)
- development of a work plan and schedule for the consultancy.

The above all begin in the initial negotiation stages of a consultancy and are intended to be reviewed and strengthened during the subsequent production phases of the activity. They are the keys to an effective consultancy and will

aid in establishing a smooth process and producing a product suitable to your needs.

As described earlier in this technical note, a number of critical questions must be asked before a consultancy can begin:

What do you want produced? How many?

- a slide-cassette presentation on making 'tempe'. Two hundred will be produced.

What will the form of the final product be?

- a tested prototype slide-cassette learning material.

What tasks are included in the production? Field testing?

- development of a draft story-board
- photography, narrative development, recording, illustration
- field testing will be done by staff and include the testing of other materials being developed.

What budget is available?

- US$200 for development of a prototype

What is the deadline?

- six weeks

Who is capable of doing the work?

- staff time is limited
- a consultant from the Department of Small Industries Materials Development Unit has been used for this type of work before.

Once the above questions have been answered in a detailed manner, and once a clear description of goals/purposes, tasks, times, budget, responsibility has been made, the consultant can be chosen and the consultancy begun.

THE PHASES OF THE CONSULTANCY PROCESS

There are 16 basic phases or steps in a consultancy such as this.

PHASE	RESPONSIBILITY/PARTICIPANTS
1. Negotiations	PENMAS and Consultant
2. Goals and Objectives	PENMAS
3. Review	PENMAS and Consultant
4. Synposis/Treatment	Consultant
5. Review	PENMAS and Consultant

6.	Draft/Story Board/ Mock-Up	Consultant
7.	Review	PENMAS and Consultant
8.	Production	Consultant
9.	Review	PENMAS and Consultant
10.	Field Test	PENMAS and Consultant
11.	Review	PENMAS and Consultant
12.	Revise	PENMAS and Consultant
13.	Review	PENMAS and Consultant
14.	Mass Production	PENMAS (or consultant)
15.	Distribution	PENMAS (or consultant)
16.	Final Review	PENMAS and Consultant

Following these steps will help to insure a smooth and effective consultancy and a product suitable to your needs. What happens during each step is described briefly in the following pages.

1. Negotiations

This initial phase clarifies the conditions of the consultancy: deadlines, desired product, cost, etc. During discussions the roles of PENMAS and the consultant are clarified as to who is responsible for what, and when. Ideally, all who will be working on the consultancy (PENMAS staff, consultant, field staff, etc.) should be involved in the negotiations to insure mutual understanding. It is advisable that a contract, letter, or memo be written for complex consultancies (see section "How do you hire a consultant?"). After negotiations a follow-up letter summarizing the agreement should be sent to the consultant as well as to staff who will work on the project.

2. Goals and Objectives

To aid the consultant in developing the materials, well-defined goals and objectives are needed. Since PENMAS can best evaluate its needs, they should define the goals and objectives. By providing clearly stated goals and objectives, the consultant will have a better idea about the content and focus of the desired materials. It is best that the goals and objectives be written down. The learning materials planning form on the following page could be used. It might also be helpful for PENMAS to define its audience so that the materials will be suitable to their skills and needs. The audience should be defined according to its characteristics such as age, education, economic level, and sex.

MATERIALS DEVELOPMENT PLANNING FORM

Title

Time Limit/Deadline

Topic

Message Length

Content Area

Supervisor

Audience

Staff

Goal/Purpose

Specific Objectives

Type ☐ Motivational ☐ Informational ☐ Instructional ☐ Supportive ☐ _____

Usage ☐ Training ☐ Learning Group ☐ Small Business Development ☐ Self-Directed Learning ☐ Promotion ☐ _____

Media

Multi-Media

Short Description

Review by Supervisor
Comments:

☐ Ready to produce
☐ Needs revision
☐ Ready to produce after above revisions

Supervisor Date

3. Review

During this meeting PENMAS and the consultant discuss the goals, objectives, and audience for the materials. They may also discuss how the materials will be used and brainstorm possible creative approaches to the materials. Perhaps revisions need to be made to make the objectives more complete or more suitable to the media. The purpose of this process is to clarify the basic concepts for the material. PENMAS would give the consultants a copy of the planning form and samples of materials similar to what they want.

4. Synopsis Treatment

The consultant would then prepare a treatment or synopsis from the results of the review. This would be in the form of brief written paragraphs describing the content and how it will be presented. For example, if a drama format is used for an audio cassette, the synopsis would describe the drama as well as the information content. For a folder, the organization of the content and illustrations would be described. These descriptions could be written on the planning form and then sent to PENMAS for review. The purpose of this production phase is to clarify the format and content of the material and to give a general idea of what the final product will be like.

5. Review

During this meeting PENMAS and the consultant evaluate the synopsis/treatment. Is it relevant to the audience? Will it fulfill the goals and objectives? If not, how can it be improved? The purpose of this meeting is to review and, if necessary, revise the synopsis. Following the meeting, a letter should be sent by PENMAS which itemizes any changes that are needed or simply confirms that the synopsis is appropriate. A copy of the revised synopsis should then be sent to PENMAS for their records.

6. Draft/Mock-Up/Story Board

When the synopsis has been agreed upon, the actual development of the learning material can begin. This may be in the form of a draft for an audio program script or a story board for a slide program or a mock-up of a fotonovela or other printed material. These are all representations of the final product - its content, format, etc.

7. Review

PENMAS and the consultant then review the mock-Up, draft, or story board. They may evaluate the design, the presentation of the content, the level of language, etc. based on how well they fulfill the objectives and suit the audience. The purpose is to determine if minor changes are needed and to agree upon which changes should be made. After the meeting, a brief memo should be sent to the consultant confirming the changes which were decided upon.

8. Production

The contractor is now responsible for producing the prototype according to the revised draft, story board, or mock-up. If there are extensive changes, however, another review is advisable before production begins.

9. Review

Before the prototype is field tested, both PENMAS and the consultant should review it. This is especially important if PENMAS is to do the field testing.

Minor changes can again be made such as correcting spelling errors or changing poor slides. Any suggestions for major changes should be noted but saved for further discussion after the field test.

10. Field Test

The prototype now needs to be reproduced and tested using the kind of audiences defined in Phase 2. Depending upon the original agreement, this should be done by either PENMAS or the consultant. It is also possible that they work together. After testing, the results need to be compiled and analyzed.

11. Review

During this review the results of the field test are discussed and needed changes are determined. A memo confirming the changes to be made should be sent to the consultant by PENMAS.

12. Revision

The prototype is revised by the consultant according to the changes determined from the field test.

13. Review

PENMAS and the consultant review the prototype, again, only to check for minor mistakes in spelling, photography and etc. If any changes are needed then these are noted in a memo which is sent to the consultant. S/he then, makes the necessary changes.

14. Mass Production

The final prototype is mass produced by either PENMAS or the consultant according to their agreement.

15. Distribution

The mass-produced materials are then distributed.

16. Final Review

The purpose of this meeting is for PENMAS and the contractor to discuss the project. They may want to discuss ways of facilitating future work - what they feel needs to change and what should remain the same. They may also need to tie up loose ends such as finances, reports, etc. The form below can be used for record-keeping and evaluation purposes.

LEARNING MATERIAL INFORMATION SHEET

Title _____ Time _____ hrs. _____ mins.

Topic _____ Media _____

Audience _____

Type ☐ Motivational ☐ Informational Usage: ☐ Training ☐ Self-Directed Learning
☐ Instructional ☐ Supportive ☐ Learning Group
☐ _____ ☐ Small Business Development ☐ Promotion
☐ _____

Goal/Purpose

Specific Objection

Short Description

Multi-Media

Suggestions to Users

WHAT IS NEXT?

The consultant has completed his/her work. What do you do next? Perhaps this question could be best answered by asking: What will make the consultant more valuable to me in the future?

Whether the consultant has performed his/her tasks satisfactorily or not, feedback is needed. S/he needs to know what was suitable and what was not, and if not, how it could be improved. By giving him/her this feedback the consultant will better understand the kind of work that you expect. In the future this understanding will help him/her improve his/her work and thus make it more suitable to your needs.

When you receive work from a consultant, it may be helpful to evaluate it based on the following criteria:

1. ORGANIZATION

   Is it logical?
   Is it clearly organized?

2. CONTENT

   Is it complete?
   Does it fulfill the needs of the objectives?
   Is it understandable?
   Is it interesting?
   Is it relevant to the audience?

3. DESIGN

   Is it suitable to the media?
   Does it support the content?
   Does it aid understanding?

4. TECHNICAL

   Are the technical aspects of good quality? For example,
   are illustrations well drawn and understandable?
   are photographs well framed with good contrast?
   is the audio clear?

Other criteria as well as the field test results would provide valuable feedback. The goal is to give the consultant input which s/he can use to better meet your needs. Comments about the appropriate aspects of the consultant's work will reinforce those aspects. Comments about the less

appropriate ones need to be said in a constructive manner such as, "Because most of our learners have just begun to read, long sentences tend to confuse them. It would be helpful if the sentences in this folder were shorter, and less complex."

After the consultancy has been completed is also a good time to note comments on the consultant's reference card. This will help in the future when you need to choose a consultant. Also, the notes will remind you of the consultant's special talents and needs so that you can work better together.

CONCLUSION

When time is short, or new skills needed to produce specific learning materials; the use of consultants can be helpful. It is important to remember, however, that it takes careful planning and consideration to make effective use of consultants. This technical note has outlined some of the most important aspects of working with a consultant, and attempted to present some clear guidelines that will help to insure an effective process and a satisfactory product.

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